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ABSTRACT

This report presents the preparation for and results from a conference on museums and education held by the Cultural Educators Roundtable of metropolitan St. Louis, Missouri, on November 20, 1976 at Lindenwood College. The purpose of the conference, attended by local educators and museum personnel, was to explore specific interrelationship problems between museums and schools concerning five educational activities. The activities investigated were curriculum design, field trips, museum tours, museum outreach activities, and teacher training and teaching methods. Prior to the conference, a 28-statement questionnaire was developed to elicit reaction to the five school-museum activities. Respondents ranked each problem statement for agreement on a scale of one to five. The response results and emergent additional questions became the discussion topics for the conference. Conference participants were divided into groups to discuss the questionnaire results and accompanying questions, suggest additional topics, and rank the educational activities according to need and usefulness. Priority ordering of the activities was (1) staff development and teacher training as most important to cultural education, (2) curriculum development, (3) outreach, (4) field trip, and (5) tour as least important to initiate. Appendices contain the tally of questionnaire responses, Roundtable membership list, copy of questionnaire, and list of conference participants. (ND)

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REPORT

PHASE TWO COMPLETE

FROM: Curriculum Development Task Force as ~~established at~~ the 1976 A.A.M. annual meeting, Washington, D.C., June 3, 1976

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TO: Bonnie Pitman-Gelles, Chairperson, A.A.M. President's Committee on Education

DATE: December 3, 1976
St. Louis, Missouri

TITLE: MUSEUMS AND EDUCATION: CURRICULUM. A CONFERENCE
Lindenwood College
FINAL CONFERENCE REPORT

FOR: Missouri Association of Supervision and Curriculum Development
Missouri Museums Associates
Cultural Educators Roundtable of Metropolitan St. Louis

FUNDING: Missouri Arts Council, 111 South Bemiston, Suite 410, St. Louis, Missouri 63105
and member institutions of the Cultural Educators Roundtable

SO009737

FINAL CONFERENCE REPORT

MUSEUMS AND EDUCATION: Curriculum
Lindenwood College
November 20, 1976

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Adopted as REPORT: PHASE TWO COMPLETE from the Curriculum Development Task Force at the request of Bonnie Pitman-Gelles, Chairperson of the American Association of Museums' President's Committee on Education.

CONFERENCE ON MUSEUMS AND EDUCATION: CURRICULUM

Date: Saturday, November 20, 1976

Place: Lindenwood College, St. Charles, Missouri

Time: 9:30 a.m. - 4:00 p.m.

Objectives:

1. Needs Assessment.
2. Explore areas of cooperation.
3. Solution strategies.

Questionnaire results, descriptions and questions posed for discussion.

Sponsors: Missouri Association of Supervision and Curriculum Development
Missouri Museums Associates
Cultural Educators Roundtable of Metropolitan St. Louis

Funding: In part from The Missouri Arts Council, 111 South Bemiston, Suite 410. St. Louis, Missouri 63105

Purpose of the Conference

When the members of the Cultural Educators Roundtable[1] began discussion leading to this conference nearly two years ago, the purpose was to bring together school and museum cultural resource people in a problem solving atmosphere. The time before the conference was designated for the development of common vocabulary and the identification of the significant arenas wherein museums and schools interact. At the conference itself, therefore, specific interrelationships are ready for discussion for the purpose of describing activities which will develop the range of possibilities already partially explored by existing activities.

Respondents to the Conference

Respondents to the Conference are from two general populations: school personnel and museum or cultural institution personnel. Because it was obvious from the start not everyone interested in the relationship between museums and the curriculum could come to the conference, the conference registration form made it possible to respond to the questionnaire without necessarily coming to the conference (See below for explanation of the questionnaire). Dr. Harold Turner, Executive Secretary of the Missouri Association of Supervision and Curriculum Development, made the M.A.S.C.D. list available and the first mailing went to them. The Missouri Museums Associates included conference registration information in their Newsletter on two occasions. Additional distribution of registration information went to the Greater St. Louis A.S.C.D., the Suburban Media Directors Association, numerous teachers, university and special school staff.[2]

Design of the Questionnaire

Five arenas of significant activity in the relationship between cultural institutions and schools were identified and verbalized in paragraph form. After the arenas and words were accepted both by the Cultural Educators Roundtable and several members of University of Missouri-St. Louis (UM-SL) Department of Education faculty, 28 single sentence statements were designed to elicit responses to the ideas in the five paragraphs. Once these statements were

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[1] A list of the Cultural Educators Roundtable can be found in Appendix III.

[2] See Appendix I for the current statistics on how many responded from the groups elicited.

revised and accepted, again by the Roundtable and the UM-SL faculty, they were put in "random" order and became the questionnaire. The purpose, therefore, of the questionnaire was to arrive at a common vocabulary in eliciting information from conference respondents.

Following are the five paragraphs, A. - E., and the statements used in each case, numbered according to how they appeared on the questionnaire.[3] Each respondent was asked to react to each statement on a scale of 1 - 5.

A. Curriculum Design

When planning or designing curriculum for school districts, cultural resource personnel should be a part of the process. Many textbooks use museum objects and collections as illustrations. Local cultural resource people can determine which local objects and collections can supplement textbook resources. When cultural and school educators work together, museum resources can be more directly inserted into school curriculum, making field trips and tours more responsive to school programs. Scheduling and exhibition availability can be planned when a known audience demand is made plain.

1. Local museum and cultural resources should be incorporated into curriculum units.
8. Local cultural resource people have more subject matter knowledge than curriculum specialists working in school districts.
16. School curriculum specialists and teachers should be consulted by cultural institutions during the planning of programs and exhibitions.
22. Local cultural resource people should be consulted and sit on curriculum planning committees during all phases of curriculum design.

B. The Field Trip

The field trip to a cultural resource site, as an educational tool, needs serious study and evaluation. In a good number of instances it is only a day off from school. Little preparation is made, and the timing is more a matter of convenience to the schedule than to the curriculum. Followup to the field trip experience has been sketchy at best. Little help has been available to the individual teacher in planning for a field trip, leaving the entire process to individual initiative.

2. Field trips should be based on what is going on in the classroom at that time rather than transportation schedules.
3. Past field trips have consistently been quite good.

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[3] A copy of the questionnaire can be found in Appendix III.

9. Students should be instructed on what they will see and be doing before making a field trip to any cultural institutions.
10. A properly planned field trip is at least as valuable a teaching "tool" as a textbook.
17. Field trips should be taken only when the subject matter fits the school curriculum.
18. Teachers and students who are now taking field trips are adequately prepared.
26. It is more important to provide transportation for field trips to cultural institutions than for athletic events.

C. The Tour

Tours at cultural resource sites can be stereotyped, packaged, predetermined events into which little input from schools and teachers to tailor the tour to curriculum uses is accepted. Even if a school district or teacher wishes to take the time to work with a tour guide or docent, most cultural institutions do not encourage the practice. In a good number of instances teachers could do a better tour if allowed to be their own guides, but information on the museums' collection is generally not conveniently available. Little if any materials are available to teachers coming for tours to help plan for the event or provide followup activities. And the tour guides, although quite competent in knowledge of the collections, are sometimes not adept at working with school classes, getting them involved in the tour and making the experience both educational and enjoyable.

4. The "ideal" field trip to a cultural institution should be conducted by the classroom teacher.
11. Activities for children making tours should be prepared jointly by teachers and cultural resource people.
12. Several one hour tours are preferable to one all day event.
19. Tour guide training should be done in part by classroom teachers.
24. The cultural institutions should provide training and materials for teachers on how to use the institutions and help the teacher plan the field trip.
28. The cultural institutions should provide pre- and post-visit materials for teachers scheduling a field trip, i.e. vocabulary, activities, audio-visual materials, etc.

D. Outreach activities from Cultural Institutions

Cultural institutions should consider more outreach activities than they have done in the past. For economic and transportation reasons schools are less and less able to provide buses for field trips. Museum-mobiles, like book-mobiles, are a type of answer. Another answer is audio-visual aids and replicas, i.e. slides, movies, videocassettes, filmstrips, plaster casts,

prints, and even school speaking services. School personnel can be expected to help museums plan surrogate experiences. These materials or events can be used in the school for curriculum purposes at little or no charge. Some help with expenses can be expected from schools for postage for mailable materials, insurance and security costs when real objects are involved. Another use for these materials is in conjunction with a well-planned field trip and tour: materials are used in the school in preparation for and as followup to the field trip and tour within the structure of the school curriculum.

5. Cultural institutions should make available a variety of materials, including visiting teachers, to the schools.
13. Cultural institutions and schools should cooperate in developing delivery systems for all related materials and events.
20. Schools requesting materials and/or speakers should be willing to accept some schedule changes in their daily program for such events.
23. Schools should be willing to defray costs involved in sending or bringing materials and/or speakers to the schools.

E. Teacher Training and Methods

Teachers should receive training in using museums just as they receive training in using libraries. Both pre- and in-service events should be planned for teachers with cultural resource people and school personnel working together to prepare such training. This would include field trip planning, using resource materials and collections both in the classroom and on the site, the methods of group movement in a fluid situation such as is usual outside the school classroom, research techniques in in a museum and how they differ from or are the same as library research techniques, and how to construct assignments for students to use cultural resources just as assignments are given to students to use local library facilities.

6. As part of the appropriate subject area, teacher trainees and interns should receive instruction on planning field trips to cultural institutions.
7. Just as teachers and students learn to use libraries, they should also learn to use cultural institutions.
14. In-service day programming should include training on using community cultural resources.
15. As teachers give assignments to use library materials, assignments should also be given to use cultural resource materials.
21. Cultural institutions should provide facilities and personnel to help teachers and students do research and use the collections.

25. Teacher training programs should be established in cultural institutions to prepare teachers to use them as resources.
27. Schools should provide in-service training for cultural resource people and guides on their curriculum and daily procedures.

Responses to the Questionnaire

As of two weeks before the November 20 conference date, 102 questionnaire response forms were returned, with nearly thirty still outstanding.[4] Each person was asked to respond to the 28 statements in the questionnaire on a scale of five, from strong agreement (1) to strong disagreement (5). The responses are given below in the five paragraph outline according to the numbering used in the questionnaire (See: Appendix III). They are divided into two groups: School Personnel (76 responses) and Cultural Resource Personnel (26 responses). The approximate ratio between the two groups is 3 to 1.

A. Curriculum Design

Scale:		1	2	3	4	5
School Personnel.	#1.	46	28	2		
Cultural Resource Personnel.		21	5			
School Personnel.	#8.	20	18	27	8	3
Cultural Resource Personnel.		8	9	8	1	
School Personnel.	#16.	32	33	9	2	
Cultural Resource Personnel.		11	8	6	1	
School Personnel.	#22.	10	26	22	16	2
Cultural Resource Personnel.		5	5	3	12	1

[4]The final tally of responses and respondents will be in Appendix II of the Final Conference Report, which will be mailed after December 1, 1976.

B. The Field Trip

Scale:		1	2	3	4	5
School Personnel.	#2.	54	17	2	2	1
Cultural Resource Personnel.		18	8			
School Personnel.	#3.	8	38	22	6	2
Cultural Resource Personnel.		1	7	8	9	1
School Personnel.	#9.	61	14	1		
Cultural Resource Personnel.		15	9	1	1	
School Personnel.	#10.	54	19	2	1	
Cultural Resource Personnel.		20	6			
School Personnel.	#17.	17	27	4	22	6
Cultural Resource Personnel.		6	7		10	3
School Personnel.	#18.	1	17	28	25	5
Cultural Resource Personnel.				6	13	7
School Personnel.	#26.	19	18	25	12	2
Cultural Resource Personnel.		8	9	3	5	1

C. The Tour

School Personnel.	#4.	18	22	12	20	4
Cultural Resource Personnel.		5	7	1	10	3
School Personnel.	#11.	38	35	3		
Cultural Resource Personnel.		16	7	2	1	
School Personnel.	#12.	15	31	17	11	2
Cultural Resource Personnel.		6	8	6	4	2
School Personnel.	#19.	11	42	16	6	1
Cultural Resource Personnel.		4	11	2	4	5
School Personnel.	#24.	30	31	4	3	
Cultural Resource Personnel.		18	8			
School Personnel.	#28.	35	35	4	2	
Cultural Resource Personnel.		13	12	1		

D. Outreach from Cultural Institutions

Scale:		1	2	3	4	5
School Personnel.	#5.	46	25	5		
Cultural Resource Personnel.		13	9	1	2	1
School Personnel.	#13.	31	39	3	3	
Cultural Resource Personnel.		12	9	5		
School Personnel.	#20.	27	44	2	3	
Cultural Resource Personnel.		9	15	1	1	
School Personnel.	#23.	17	33	17	7	2
Cultural Resource Personnel.		12	11	2	1	

E. Teacher Training and Methods

School Personnel.	#6.	36	34	6		
Cultural Resource Personnel.		19	6			
School Personnel.	#7.	52	22	2		
Cultural Resource Personnel.		20	5			1
School Personnel.	#14.	34	31	10	1	
Cultural Resource Personnel.		13	12	1		
School Personnel.	#15.	24	44	7	1	
Cultural Resource Personnel.		13	8	3	2	
School Personnel.	#21	33	41	2		
Cultural Resource Personnel.		9	16		1	
School Personnel.	#25.	32	35	6	3	
Cultural Resource Personnel.		12	12	1	1	
School Personnel.	#27.	14	36	19	7	
Cultural Resource Personnel.		8	12	2	4	

Discussion of Responses: Preparing for the Conference

Several questions emerge in each of the five areas distinguished by the paragraphs when looking at the responses to the questionnaire. The questions given below are not meant to be inclusive but only a starting point for discussion. The report of the conference will include the answers to the questions posed plus other arenas for exploration.

A. Curriculum Design

What are means of inserting local cultural resources into the Curriculum, presuming the current use of these resources is less than adequate (See: B. #18, and E. #'s 6, 7, 25)? Should the State Department of Education be involved, and if so, how? What would be the channels of communication to bring together school and museum staff for planning exhibitions and their use by schools? Can cultural resource staff effectively be a part of curriculum planning groups in school districts? Is staff interchange a reasonable way of cooperating?

B. The Field Trip

What would be included in the "ideal" field trip experience? Is the museum visit by large groups of school students an asset to the learning process? Is the bus trip able to be made a preparation for the visit and tour? How can support services be made available to teachers and students planning a field trip? Should they be required in advance of the trip? What are the scheduling problems in planning several field trips.

C. The Tour

What are mans of evaluating current tour practices at cultural institutions? Can a board of reviewers be instituted to preview tours and field experiences with an eye to explaining their usefulness and appropriateness to specific age, grade and topic levels? Will teachers be willing to guide tours for their own classes? Can schools adjust schedules to meet the time requirements of tours and field trips? Will schools participate in training tour guides?

D. Outreach from Cultural Institutions

What kinds of delivery systems can be established between schools and museums? Will schools help pay for some of these services--those that save on other costs? Can cultural institutions discover how curriculum materials are currently being used? What sort of faculty involvement in the design of cultural resource material for curriculum use is a reasponable expectation? Is staff interchange a reasonable means of educating faculty to what are the facts of life in supporting institutions?

E. Teacher Training and Methods

What is the most efficient way to reach teachers with curriculum methods from cultural institutions? How do museums support and evaluate what teachers do in the classroom? Should certification include some form of field experience competence and museum use in its structure? Can intern courses be established at museums with school support, even for certified staff? How can assignments for students be structured to use cultural resources?

REPORT AFTER THE CONFERENCE

The previous eight pages plus the Appendices I and III were sent to the conference participants by November 13, 1976. The following pages and Appendices II, IV and V were completed after the conference.

Those who attended the conference were divided into four groups of approximately fourteen each (cf. Appendix IV). A leader and reporter was assigned to each group. The major task was to answer the questions on page 8 above. To insure a working knowledge of the questionnaire responses each group was asked to articulate any additional arenas that should be distinguished from the five (paragraphs A. - E., pp. 2ff) already verbalized. Thereafter each group was asked to priortize or rank the five arenas of the questionnaire in terms of most central or critical to least critical. Finally, each question asked on page 8 was answered in the ranked order of the five arenas. Generally this was followed, although one group could not agree on a ranked order and therefore kept to the A. - E. order given. Further, the morning discussion was free flowing as the priorities were established, whereas the afternoon discussion centered on the questions asked as a result of the questionnaire. The following pages will keep the outline suggested, proceeding from the process of adding additional arenas, through ranking, and then to answering the questions. A summary section will follow to address the two questionnaire responses wherein the two groups of educators apparently differed and some final observations. Only the museum educators seemed surprised that the responses to the questionnaire statements were so close in proportion between the two types of professionals.

Additional Arenas

The first addition made was a distinction within Arena C., The Tour. Originally suggested as a distinct arena, it was finally decided The Tour could include the "extended" tour or the class situation in a museum. The typical concept of a tour includes a relatively short "one-shot" event. The class event in a museum is seen by schools as a kind of "extended" or "multi-visit" tour. There are, therefore, kinds of tours in terms of length as well as content. But, by not totally distinguishing between the "tour" and the "class" experience and retaining The Tour as a general heading, the impression is left of the need to bring all inside-the-museum-experiences to the level of true curriculum events distinct from but equal to the classroom experience in the school. The advantage of the museum experience rests in its difference from the classroom, and this means the tour should not be held in a classroom at the museum but primarily in the galleries. In discussing the value of the museum cultural

experience, the distinction between the simple tour and the extended tour/class should remain within Arena C.

One additional arena suggested was "the interaction and impact betweer the museum and the physical, social and cultural environment." Just as schools are now called upon to articulate and assess their performance in a general sense upon and within the community, museums should also seek to verbalize their place in the whole community. Further, the school people who suggested this additional arena also thought the museum and the school should seek a joint articulation of their impact since they both represent attempts to insure and improve the continuity of culture as experienced and known in a specific community. The group agreed this was a significant arena and, in a way, includes the other five as parts of a whole. But this has not been adequately articulated. Museums interact and have impact upon their community. They also fill a significant role within the community as the most obvious means of cultural continuity and quality. This arena of activity which museums already are performing makes the other five possible and, in fact, necessary. Yet it is able to be distinguished from the others and should be the matter of study and development in its own right.[5]

Ranking the Arenas

The five arenas used to generate the questionnaire were arbitrarily assigned the order A. - E. Each of the four groups were asked to rank these in order of priority. One group could not come to a final decision on the order. Like all the groups, however, they agreed the two most important arenas should be E. or A. The other three groups suggested E. as the first arena, with A. a close second. In every discussion it was clear teacher training was central to the entire process, and that curriculum development without teacher training was not really wirth the time. Without a firm grasp of curriculum processes, however, three of the groups felt teacher training is equally fruitless. The four groups therefore generally agreed that teacher training and curriculum development should be the central concerns of cultural institutions vis-a-vis schools.

Of the remaining three arenas, the order agreed upon was D., B., C. Outreach activities were thought more important than the field trip or tour since only with them can the others become more of a curriculum tool permitting preparatory and followup activities.

The final generally agreed order or priorities or rank of the five arenas was: E. Staff Development (Teacher training, etc.).
A. Curriculum Development. D. Outreach
B. The Field Trip C. The Tour

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[5] Museums: Their New Audience. American Association of Museums Washington, D.C., July, 1972. Especially pp. 6 - 14.

Concerning arena E., one group suggested a different vocabulary: rather than "teacher training," museums should speak to "staff development." The advantages of "staff development" is that it includes not only teacher training but also administration training and experiences for the other echelons in the school structure.

It should be noted the "Field Trip" is the entire process from the first idea of going to a cultural institution to the final effect of that trip upon the educational continuum. School people tended to see this as a short term process, whereas museum people had a long term view. As one museum director put it, when the process is successful it includes the student who has become a parent bringing children to the museum in an educational context. The tour is the event or series of events within the museum itself. Field trips always include tour events, but not all tours are part of field trips. The degree to which the tour and the field trip are planned as a unit denotes the degree to which the tour is part of the field trip and functional within the curriculum process.

Responses to Questions Posed (p. 8) in Ranked Order from the Notes of the Group Leaders and Reporters

E. Teacher Training and Methods (Staff Development)
The best way to reach teachers is through workshops and courses at the cultural institutions. Such courses should be specific to the curriculum of schools and offered for credit. Summer is an ideal time for this, although weekends and evenings were also suggested. Inservice workshops in the schools are the second best way to reach teachers. Museums can support teachers with materials and courses. "Evaluation" should <u>not</u> be the task of the museum, but rather "understanding." There is too much evaluation going on now and it is too academic. By "understanding" the work in the classroom the cultural resource person can best be in a position to suggest material and means to incorporate the collections of museums into the curriculum. It would be good to have a school group give a workshop for museum educators to help that process of understanding. Museums should stay out of the certification maze. Rather than seeking to insert resource methods courses into the certification requirements, museums should insert resource methods into existing methods courses through team-teaching arrangements at colleges and universities. Intern experiences in museums, which can be established if a museum has a certified teacher who can act as the cooperating teacher, are also a good means of inserting resource methods into teacher training curricula. There is no objection to intern experiences in museums for pre-service teachers. Considering the degree to which field experiences are entering the curriculum for students of all ages, the practice should be encouraged. This could also demonstrate how to give assignments to students at cultural institutions. The necessary ingredient for student work at a museum is a contact person to whom the students can go to receive orientation and

to whom teachers can relate as a resource person. This underlines a significant theme in all the groups: personal contact between school and museum personnel. Museum personnel should personally and personably go to faculty meetings with visual presentations which are short, direct and in everyday English. Museum personnel should also join, attend and influence the programs of such groups as Certified Teacher Associations (C.T.A.'s) the Association of Supervision and Curriculum Development (A.S.C.D.), the Council on the Social Studies (C.S.S.), etc. Museums should also do workshops for the administrative staff of schools.

A. Curriculum Design

The means of inserting cultural resources into the curriculum include the following cluster of activities: workshops for teachers, descriptions of materials and services, attendence at curriculum meetings, writing museum resources into curriculum guides, and identification of key people in the school(s) as the means to keep communication open between the institutions. The State Department of Education can do several things to help the process: develop and publish lists of museum resources and personnel serving the education community, encourage school districts to incorporate museum resources by highlighting successful museum/school projects, participate in workshops for training school and museum staff in curriculum development, survey teachers and districts to find out what they can use from museums and assist in working with college and university faculty training teachers. School personnel really do not want to be involved in exhibition design in museums, but they are more than willing to help plan tours and materials and workshops for staff development concerning exhibitions. They also see the usefulness of workshops for museum staff in curriculum procedures and goals. Cultural resource personnel should definitely be a part of the curriculum development process since they bring an expertize which is quite useful to the teacher-consultant groups that usually prepare curriculum guides and select textbooks. A phone access information service for cultural resources was discussed by one group and it was generally agreed it would be useful if the information were current and appropriate. The library offers phone-in services now and would be a logical place as long as the information were updated continuously. Such a service, however, should never replace or be thought of as primary to the necessity of inter-institutional planning groups meeting regularly. Interchange of staff between museums and schools was thought a very good idea by three of the four groups. School personnel found the idea most attractive.

D. Outreach from Cultural Institutions

Delivery systems for cultural outreach materials will be found if schools want to use them. Whether by the library, school or other vehicular means, if they are wanted and are appropriate, museum

materials will be used and delivered accordingly. Emphasis should be put on design of materials rather than delivery. Schools will usually pay some costs for such services, and a mileage fee of 15¢/mile is standard for speakers coming to schools. Schools will also gladly allow faculty to work on curriculum materials and services from museums during school time on a very short term basis, and on a longer term basis if costs of substitute teachers can be met. Museum staff are most welcome to visit schools while materials and outreach services are being used, as long as the purpose and goal of such a visit is known in advance to the school staff and it results in greater understanding leading to better services and outreach development. There are enough "evaluators" in the schools for testing purposes. Museum staff should attend to the development of materials within theccurriculum purposes of the schools. Interchange of staff between museums and schools, as has already been discussed, would be most useful according to the school personnel.

B. The Field Trip

The ideal field trip includes both preparatory and followup activities, preferably prepared with school and museum staff working together within the framework of the curriculum. Guides (docents) at cultural institutions should be more aware of field trip purposes and what part they play in the process. Group size is not a significant problem if the group is prepared and the trip is well planned. Mail-back evaluation forms from the museum can help in the process of designing field trips. The availability of support services is more of an economic problem than a function of desire. If the finances are available schools will support whatever is appropriate to the curriculum. By working the museum experience into the essential curriculum structure, support services can be put into the budget in a more functional way. Requiring a school to prepare for a field trip is a problem for public museums. Because they are open, if a group wants to come they can be asked to come prepared. To require preparation may be almost impossible even if desirable. Scheduling problems in arranging several field trips depend on the school district, but, like other things, if the trip is appropriate to the curriculum, they will be more possible. The bus part of the field trip has in it a great challenge for both school and museum staff. Some effort is made by some teachers to make the bus ride more than just a thing to be endured. Museum staff should seek to publish field trip and bus ride suggestions to help teachers and schools use the time spent on the bus more effectively. In general, if the field trip comes from the curriculum, it will be more of an educational event than is now the case. And, at the same time, museums should never forget that some schools never can make a field trip and need surrogate materials that can bring students and teachers to the museum on their own time.

C. The Tour

Most museums do not have the means of evaluating tour practices. The idea of previewing tours, analogical to previewing films and books, was rather well received. A kind of board or group of educators to do this whould be started by the museums and involve school personnel, both classroom and administrative. Some tour guides (docents) are not the best in some museum programs. Training guides could involve school staff members, but that would not guarantee a guide better than already available. It would, however, make it possible for the guides to understand the school purpose directly from the school teacher. Letting teachers be their own was well accepted. At the same time, however, school personnel said it is good for a class to hear other adults discuss content areas. This is especially true when the program is well planned and the teacher and the guide can get together in advance. Scheduling problems, especially those related to the multi-visit tour or class experience at the museum, are more severe on the secondary then the elementary level. At the same time, the secondary level is going through a great deal of change at this time, especially in the matter of scheduling and off-campus vocational training. Right now is a perfect time to encourage secondary administrations to free blocks of time for field experiences at cultural institutions. With the growing emphasis on career and basic education, some schools may step back from museum experiences; but just as many or more school personnel see career education as more than on-the-job training. It includes learning to learn when not in school--and this is where the type of services now being suggested by cultural institutions can be most beneficial not only for tour groups but for staff development and curriculum design. Teachers should be able to select tours for specific curriculum goals, and this means more and direct communication between museum and school personnel.

Summary Observations

One of the teachers at the conference made the observation he expected to hear a lot of complaining from the school people about guards and no-touch restrictions at museums. He was surprised and enthused about the fact none of this happened and that the entire body of people settled down to very practical and self-serving discussion. Several people remarked at the diversity of participants, including teachers, curriculum specialists, State Department of Education, and museum educators from all types of museums, including some directors. The fact that the diversity was self-selected and not staged impressed several people quite distinctly.

Museum people were surprised that only two of the 28 items in the questionnaire showed a marked divergence between museum and school educators. It seems there is general agreement among all educators about cultural resources, and it is reasonable to expect a strong relationship can be built on the strength of that agreement. The two

items where divergence occurred were #'s 3 and 22.

#3. Past field trips have consistently been quite good.

School Personnel: 51 agree. 9 disagree. 23 no opinion

Cultural Resource Personnel: 11 agree. 16 disagree. 13 no opinion

It seems, by comparison, museum staff think field trips could be better than they are, whereas school staff are not as dissatisfied. Both groups, however, felt teacher and students could be better prepared for field trips (#18), implying they are not all that effective without preparation. Therefore, it seems reasonable to suggest field trips can be improved at several points in the process from inception to completion of a field trip. And, when the various parts of the field trip were discussed, this was the general conclusion.

#22. Local cultural resource people should be consulted and sit on curriculum planning committees during all phases of curriculum design.

School Personnel: 39 agree. 19 disagree.25 no opinion

Cultural Resource Personnel: 16 agree. 18 disagree. 6 no opinion

This is more of a surprise. The reason museum people are not too enthusiastic about going to curriculum meetings comes from the expectation of boredom, tedium and frequency (too often too long). At the same time, school staff see the usefulness of such attendence and would encourage it where possible. School personnel also hastened to add that museum staff would not and sometimes could not attend all curriculum meetings in any or all districts. With that mollifier, most disagreeing museum respondents would want to attend and contribute to curriculum development planning in the school districts.

The university staff at the conference were quite impressed and anxious to have the report of the conference as soon as possible to use in their own methods courses.

As a direct result of the conference several tasks are already starting: a directory of Missouri Museum Educational Services, workshops for administrators, and specific cultural resource guides. A program for the Greater St. Louis Association of Supervision and Curriculum Development (A.S.C.D.), already planned for the Fall of 1977, will have additional purpose with the information gained and initiated at the conference.

The Final Conference Report is going to the Members of the Missouri A.S.C.D., the Greater St. Louis A.S.C.D., the Museum Education Program (Rockefeller funded) at George Washington University for their distribution, the A.A.M. Education Committee, the Midwest Museums Education Committee, Missouri Museums Associates, and the respondents to the questionnaire.

Appendix I: Respondents to the Questionnaire, November 9, 1976.

School Personnel	
Elementary Teachers	12
Secondary Teachers	41
Principals	1
Curriculum Coordinators and Consultants	14
College and University Staff	8
Cultural Resource Personnel	
Department of Education	21
Directors	5

Note: Final tally of respondents and responses to the questionnaire will be found in Appendix II. This will be completed after November 20, 1976, and be part of the Final Conference Report.

Appendix II: Final tally of Respondents and Responses to the Questionnaire, December 3, 1976.

Respondents to the Questionnaire

School Personnel	
Elementary Teachers	15
Secondary Teachers	44
Principals	1
Curriculum Coordinators and Consultants	14
College and University Staff	9
	83
Cultural Resource Personnel	
Department of Education	32
Directors	6
Board Members	2
	40

Responses to the Questionnaire

A. Curriculum Design

Scale:		1	2	3	4	5
School Personnel.	#1.	51	30	2		
Cultural Resource Personnel.		30	9			1
School Personnel.	#8.	24	20	28	8	3
Cultural Resource Personnel.		13	11	15	1	
School Personnel.	#16.	35	36	9	3	
Cultural Resource Personnel.		15	18	6	1	
School Personnel.	#22.	11	28	25	17	2
Cultural Resource Personnel.		7	9	6	17	1

B. The Field Trip

School Personnel.	#2	58	18	4	2	1
Cultural Resource Personnel.		29	11			
School Personnel.	#3	12	39	23	7	2
Cultural Resource Personnel.		2	9	13	14	2
School Personnel.	#9	67	15	1		
Cultural Resource Personnel.		28	10	1	1	

B. The Field Trip (continued)

Scale:		1	2	3	4	5
School Personnel.	#10	61	19	2	1	
Cultural Resource Personnel.		28	12			
School Personnel.	#17	17	30	5	24	7
Cultural Resource Personnel.		7	11	2	17	3
School Personnel.	#18	1	20	29	27	6
Cultural Resource Personnel.		1		11	18	10
School Personnel.	#26	22	20	26	13	2
Cultural Resource Personnel.		8	15	10	6	1

C. The Tour

School Personnel.	#4	21	25	12	21	4
Cultural Resource Personnel.		7	10	4	15	4
School Personnel.	#11	43	37	3		
Cultural Resource Personnel.		22	13	4	1	
School Personnel.	#12	16	33	21	11	2
Cultural Resource Personnel.		14	11	9	4	2
School Personnel.	#19	13	46	17	6	1
Cultural Resource Personnel.		5	18	6	6	5
School Personnel.	#24	41	35	4	3	
Cultural Resource Personnel.		22	17	1		
School Personnel.	#28	40	36	5	2	
Cultural Resource Personnel.		18	18	2	2	

D. Outreach from Cultural Institutions

School Personnel.	#5	50	28	5		
Cultural Resource Personnel.		18	16	1	4	1
School Personnel.	#13	35	42	3	3	
Cultural Resource Personnel.		18	13	9		
School Personnel.	#20	32	46	2	3	
Cultural Resource Personnel.		14	22	3	1	
School Personnel.	#23	19	36	19	7	2
Cultural Resource Personnel.		14	15	5	6	

E. Teacher Training and Methods (Staff Development)

	Scale:	1	2	3	4	5
School Personnel.	#6	42	34	7		
Cultural Resource Personnel.		23	14	3		
School Personnel.	#7	57	23	2		
Cultural Resource Personnel.		29	10			1
School Personnel.	#14	39	33	10	1	
Cultural Resource Personnel.		19	16	5		
School Personnel.	#15	28	47	7	1	
Cultural Resource Personnel.		19	15	4	2	
School Personnel.	#21	36	45	2		
Cultural Resource Personnel.		14	23	2	1	
School Personnel.	#25	36^	38	6	3	
Cultural Resource Personnel.		15	20	4	1	
School Personnel.	#27	17	38	20	8	
Cultural Resource Personnel.		13	18	3	6	

Appendix III

Includes:
List of the Cultural Educators Roundtable of Metropolitan St. Louis

Copy of the Questionnaire used in preparing for the Conference.

CULTURAL EDUCATORS ROUNDTABLE OF METROPOLITAN ST. LOUIS 9-6-76

AIA	The American Institute of Architects St. Louis Chapter Syndicate Trust Building 919 Olive Street. St. Louis 63101 Susan Galloway, Curriculum Consultant	621-3484
CM	Cahokia Mounds Museum 8001 Collinsville Road East St. Louis, Illinois 62201 Beatrice Robertson, Education Programs	(618)344-4750
CPR	County Parks and Recreation 7900 Forsyth. St. Louis. 63105 Virginia Stith, Historical Supervisor	889-3196
JNEM	Jefferson National Expansion Memorial National Park Service 11 North 4th Street. St. Louis. 63102 Dan Murphy, Arch Supervisor	425-4465
LMA	Landmarks Association Railway Exchange Building, Rm. 2187 611 Olive Street. St. Louis. 63101 Erle Lionberger, Roundtable Representative	421-6474
MBG	Missouri Botanical Garden 2315 Tower Grove Avenue. St. Louis. 63110 Ken Peck, Education Department	772-7600
MHS	Missouri Historical Society Jefferson Memorial Forest Park. St. Louis. 63112 Linda Kulla, Education Department	361-9265 361-1424
MP	McDonnell Planetarium 5100 Clayton Road. St. Louis. 63110 Gene Hanses, Education Department	535-5810
MS	Museum of Science and Natural History Oak Knoll Park. St. Louis. 63105 Bill Groth, Education Department	726-2888
NMT	National Museum of Transport 3015 Barrett Station Road. St. Louis. 63122 Dr. John Roberts, Director	965-6885
SLAM	The St. Louis Art Museum Forest Park. St. Louis. 63110 Ray Breun, Teachers Resource Center	726-2316 721-0067
SLCL	St. Louis County Library 1640 S. Lindbergh Blvd. St. Louis. 63131 George Durnell, Audio-Visual Department	994-3300
SLPL	St. Louis Public Library 1301 Olive Street. St. Louis. 63103 Jim Lyons, Adult Education Coordinator	241-2288
ZOO	St. Louis Zoo Forest Park. St. Louis. 63110 Dianne Risser, Education Department	781-0900

HANDBOOK OF COMMUNITY RESOURCES INFORMATION, prepared by the Cultural Educators Roundtable, including text and 95 slides, is available at all public libraries in St. Louis City and County, and at the Teachers Resource Center of the St. Louis Art Museum.

QUESTIONNAIRE: MUSEUMS AND THE CURRICULUM

In preparation for the Conference on Museums and the Curriculum, November 20, 1976, at Lindenwood College.

Please follow the instructions given on the following pages. Return only the yellow answer or response sheet to the address on that sheet. Keep a record of your responses on the white questionnaire sheets.

Definitions of some terms:

Museum: any institution that owns and displays objects on a regular basis and has as a part of its program educational efforts. This includes art and history museums, historic sites and buildings, zoo and botanical gardens and some libraries, planetariums and special park facilities.

Cultural Institutions: any institution, such as a museum, is to be considered under this term. Because planetariums and other institutions are often overlooked when discussing museums, this term is favored throughout the questionnaire to attempt to include all educational institutions that are not schools but are often thought of as cultural. Local libraries are also specifically included.

Cultural Resource People: a person(s) who works for a cultural institution in an educational capacity. Many museums and cultural instiuttions in general have education departments. At the same time, schools often have educators who are specialists in the history of culture. Thus the term is meant to include people employed by cultural institutions in a capacity relating to the general public in an education role, whether called that or not.

Notes:
The Conference on November 20 is partially funded with cooperation from the Missouri Arts Council, 111 South Bemiston, Suite 410, St. Louis, Missouri 63105.

Feel free to duplicate this questionnaire and get additional responses from other educators. Send such responses to the address given on the yellow response sheet included. Additional copies of the questionnaire and/or response sheet can be obtained by writing to the same address.

QUESTIONNAIRE: MUSEUMS AND THE CURRICULUM

Instructions: Mark both the white page and the yellow answer page.
Return only the yellow answer page to the address given
On the answer scale, 1 = strong agreement to statement
2 = agreement
3 = no opinion
4 = disagreement
5 = strong disagreement.

1. Local museum and cultural resources should be incorporated into curriculum units. 1 2 3 4 5
2. Field trips should be based on what is going on in the classroom at that time rather than transportation schedules. 1 2 3 4 5
3. Past field trips have consistently been quite good. 1 2 3 4 5
4. The "ideal" field trip to a cultural institution should be conducted by the classroom teacher. 1 2 3 4 5
5. Cultural institutions should make available a variety of materials, including visiting teachers, to the schools. 1 2 3 4 5
6. As part of the appropriate subject area, teacher trainees and interns should receive instruction on planning field trips to cultural institutions. 1 2 3 4 5
7. Just as teachers and students learn to use libraries, they should also learn to use cultural institutions. 1 2 3 4 5
8. Local cultural resource people have more subject matter knowledge than curriculum specialists working in school districts. 1 2 3 4 5
9. Students should be instructed on what they will see and be doing before making a field trip to any cultural institutions. 1 2 3 4 5
10. A properly planned field trip is at least as valuable a teaching "tool" as a textbook. 1 2 3 4 5
11. Activities for children making tours should be prepared jointly by teachers and cultural resource people. 1 2 3 4 5
12. Several one hour tours are preferable to one all day event. 1 2 3 4 5
13. Cultural institutions and schools should cooperate in developing delivery systems for all related materials and events. 1 2 3 4 5
14. Inservice-day programming should include training on using community cultural resources. 1 2 3 4 5
15. As teachers give assignments to use library materials, assignments should also be given to use cultural resource materials. 1 2 3 4 5
16. School curriculum specialists and teachers should be consulted by cultural institutions during the planning of programs and exhibitions. 1 2 3 4 5

QUESTIONNAIRE: continued.

17. Field trips should be taken only when the subject matter fits the school curriculum. 1 2 3 4 5

18. Teachers and students who are now taking field trips are adequately prepared. 1 2 3 4 5

19. Tour guide training should be done in part by classroom teachers. 1 2 3 4 5

20. Schools requesting materials and/or speakers should be willing to accept some schedule changes in their daily program for such events. 1 2 3 4 5

21. Cultural institutions should provide facilities and personnel to help teachers and students do research and use the collections. 1 2 3 4 5

22. Local cultural resource people should be consulted and sit on curriculum planning committees during all phases of curriculum design. 1 2 3 4 5

23. Schools should be willing to defray costs involved in sending or bringing materials and/or speakers to the schools. 1 2 3 4 5

24. The cultural institutions should provide training and materials for teachers on how to use the institutions and help the teacher plan the field trip. 1 2 3 4 5

25. Teacher training programs should be established in cultural institutions to prepare teachers to use them as resources. 1 2 3 4 5

26. It is more important to provide transportation for field trips to cultural institutions than for athletic events. 1 2 3 4 5

27. Schools should provide inservice training for cultural resource people and guides on their curriculum and daily procedures. 1 2 3 4 5

28. The cultural institutions should provide pre- and post-visit materials for teachers scheduling a field trip, i.e. vocabulary, activities, audio-visual materials, etc. 1 2 3 4 5

Please keep the above questionnaire and return only the yellow answer sheet. You will be mailed a report on the results of the questionnaire and on the conference. By keeping the questionnaire you can compare your answers to those given by others who are taking part.

QUESTIONNAIRE: ANSWER SHEET, RESPONSE SHEET

Instructions: after filling out the answers or responses to the questionnaire on this yellow form, and recording them on the white sheets beside the questions, return this yellow sheet to:

Raymond Breun, Coordinator
Teachers Resource Center
The St. Louis Art Museum
St. Louis, Missouri 63110

Please check which of the following applies:

Current position title: _____

at a Museum _____ or a school _____

kind of school: Elementary _____
Secondary _____
College or University _____

Questionnaire Responses:

1. 1 2 3 4 5	15. 1 2 3 4 5
2. 1 2 3 4 5	16. 1 2 3 4 5
3. 1 2 3 4 5	17. 1 2 3 4 5
4. 1 2 3 4 5	18. 1 2 3 4 5
. 1 2 3 4 5	19. 1 2 3 4 5
6. 1 2 3 4 5	20. 1 2 3 4 5
7. 1 2 3 4 5	21. 1 2 3 4 5
8. 1 2 3 4 5	22. 1 2 3 4 5
9. 1 2 3 4 5	23. 1 2 3 4 5
10. 1 2 3 4 5	24. 1 2 3 4 5
11. 1 2 3 4 5	25. 1 2 3 4 5
12. 1 2 3 4 5	26. 1 2 3 4 5
13. 1 2 3 4 5	27. 1 2 3 4 5
14. 1 2 3 4 5	28. 1 2 3 4 5

APPENDIX IV: List of attendants and group designations (#*) for November 20, 1976, Lindenwood College.

Mrs. William C. Adreon, Jr. (2*)
103 Aberdeen Place
St. Louis, Missouri 63105
Junior League

Dorothy Albrecht (2*)
Ellisville Intermediate School
100 Henry Street
Ellisville, Missouri 63011

Suzanne Alt (2*)
6639 University Drive
St. Louis, Missouri 63130
Art Consultant, Ferguson-Florissant School District

Jean Baggerman (3)
20 Briarwood Lane
St. Charles, Missouri 63301
St. Charles County Historical Society

Dr. Richard Baldauf (4*)
3218 Gladstone Blvd.
Kansas City, Missouri 64123
Kansas City Science Museum

John Bizzell, Jr. (3*)
1892 S. Florissant Road
Florissant, Missouri 63031
Media Director, Ferguson-Florissant School District

Zuline Blackburn (4*)
Ellisville Intermediate School
100 Henry Street
Ellisville, Missouri 63011

Raymond Breun (4*)
Coordinator, Teachers Resource Center
The St. Louis Art Museum
Department of Education
Forest Park
St. Louis, Missouri 63110

Judy Brockett (1)
Missouri Arts Council
111 South Bemiston, Suite 410
St. Louis, Missouri 63105

Doris Brown (4)
University of Missouri - St. Louis
8001 Natural Bridge
St. Louis, Missouri 63121

Jack Canepa (1)
Webster College
470 East Lockwood
Webster Groves, Missouri 63119

Jeannine Cook (4*)
9533 Trinadad Lane
St. Louis, Missouri 63126
Art Consultant, Affton School District

Del Dace (1)
Ladue School District
9703 Conway Road
St. Louis, Missouri 63124
Art Consultant

Jean Deken, Archivist (2*)
Missouri Botanical Garden
2315 Tower Grove Avenue
St. Louis, Missouri 63110

Crawford Edwards(2)
8838 Madge Avenue
St. Louis, Missouri 63144
Art Consultant, Clayton School District

Irene Eveland (4*)
St. Louis Public Library
1301 Olive Street
St. Louis, Missouri 63103

Stella Farley (1)
927 Cordova St.
St. Louis, Missouri 63138
Head Librarian, Ferguson-
Florissant School District

Mr. and Mrs. George Feltz (1*2*)
R.R. 5, Box 30
St. Charles, Missouri 63301
St. Charles County Historical
Society

Jay Gates, Curator (2)
Department of Education
The St. Louis Art Museum
Forest Park
St. Louis, Missouri 63110

Pat Gilman (3*)
Rt. 5
Box 199
St. Charles, Missouri 63301
Art Consultant, St. Charles
School District

David Goudy, Director (4*)
Botanical Garden Arboretum
P.O. Box 38
Gray Summit, Missouri 63039

Warren Green, Media Director (2*)
Ladue School District
9703 Conway Road
St. Louis, Missouri 63124

Bill Groth, Supervisor (3*)
Education Department
Museum of Science
Oak Knoll Park
St. Louis, Missouri 63105

Jane Terrell Johnson (1)
R.R. 1, Box 194
Linn Missouri 65051
Linn R-II School District
Title III Art Consultant

Sheila Kennedy (3)
4959 Sutherland
St. Louis, Missouri 63109
Valley Park High School

Linda Kulla, Curator (1*)
Education Department
Missouri Historical Society
Jefferson Memorial
Forest Park
St. Louis, Missouri 63112

Brian Leo (3*)
Webster College
470 E. Lockwood
St. Louis, Missouri 63119

Jim Lyons (1*)
Adult Education Coordinator
St. Louis Public Library
1301 Olive Street
St. Louis, Missouri 63103

Harriet Matthews (2)
5933 Cabanne Place
St. Louis, Missouri 63112
Harris Teachers College

Mrs. Morton D. May (1)
12 Brentmoor Park
St. Louis, Missouri 63105
C.A.R.E. Co-Chairperson

Norman Messinger, Director (2*)
Museum of Westward Expansion
Jefferson National Expansion
Memorial
11 N. 4th Street
St. Louis, Missouri 63102

Nadine Meyers (3*)
CEMREL
3120 - 59th Street
St. Louis, Missouri

Franklin Morley, Assistant Supt.
Curriculum Director (4*)
Ladue School District
9703 Conway Road
St. Louis, Missouri 63124

Margaret Nelsen (4*)
Children's Art Bazaar
7425 Forsyth
St. Louis, Missouri 63105

Edith Nolting (3*)
200 S. Brentwood
St. Louis, Missouri 63105
Horton Watkins Senior High School

John J. O'Brien (2)
St. Louis University
221 N. Grand
St. Louis, Missouri 63108
Cupples House and Gallery

James Owen (4*)
841 Margo
St. Louis, Missouri 63135
Normandy Senior High School

Susan Pate (1*)
432 Iron Warrior
Manchester, Missouri 63011
Mehlville School District Art Consultant

Rubin Piper (1*)
Coordinator, Children's Programs
The St. Louis Art Museum
Department of Education
Forest Park
St. Louis, Missouri 63110

Jim Reed, Librarian
Missouri Botanical Garden
2315 Tower Grove Avenue
St. Louis, Missouri 63110
President, Missouri Museums Associates

Mrs. JoAnn Rivinus (4*)
6837 Pershing Avenue
St. Louis, Missouri 63130
Junior League

Bea Robertson (2*)
7855 Collinsville Road
East St. Louis, Illinois 62201
Cahokia Mounds Museum

John Scholz (3*)
Eugene Field House
634 S. Broadway
St. Louis, Missouri 63102
Secretary-Treasurer, Missouri Museums Associates

Dr. Warren Solomon, Director (4*)
Curriculum Dissemination
Missouri State Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65101

Beverly Spouleder, Director (2*)
Children's Art Bazaar
7425 Forsyth
St. Louis, Missouri 63105

Bill and Jane Stacy (1,3)
1832 Georgia
Cape Girardeau, Missouri 63701
Southeast Missouri Museum

Mrs. E.R. Thomas (4)
153 Ladue Oaks Drive
St. Louis, Missouri
Member of the Board, The St. Louis Art Museum

Susan Tieber (3*)
1099 Rue La Chelle
St. Louis, Missouri 63141
Math and Science Magnet High School

APPENDIX IV continued

Robert G. Walrond (3*)
Missouri Committee for the
Humanities
6920 Millbrook Blvd.
St. Louis, Missouri 63130

Barb and Tim Wiegenstein (2,4*)
2361 Ridgecrest
Arnold, Missouri 63010
Pevely Elementary School
Fox C-6 High School

Barbara Windt (3)
3950 Canterbury Drive
St. Louis, Missouri 63121
Art Consultant, Normandy School
District

Dreama Wolf (1*)
9701 Tobin Drive
St. Louis, Missouri 63127
Elementary Art Teacher,
Mehlville School District

Mrs. James N. Wood (2)
c/o Director's Office
The St. Louis Art Museum
Forest Park
St. Louis, Missouri 63110

Group leaders and reporters:

Group 1: Jim Lyons
Linda Kulla

Group 2: Bea Robertson
Jean Deken

Group 3: Bill Groth
John Scholz

Group 4: Ray Breun
Jim Owen

Appendix V: Additional Curriculum Development Projects Supplementing Appendix II of REPORT: PHASE ONE COMPLETE

ISM Indiana State Museum
Department of Natural Resources
202 N. Alabama Street
Indianapolis, Indiana 46204
Carl H. Armstrong, Director
The George Rogers Clark Teaching Units
K-6 and 7-12 units
Social Studies, State and Local History
Funded by ISM, Lilly Endowment, N.E.A., N.E.H., and the Indiana American Revolution Bicentennial Commission
Elementary Unit is 103 pages, the Secondary is 72 pages. Each is accompanied by filmstripes. Distribution is through the Indiana Department of Public Instruction, John Harrold, Director, Division of Curriculum, whose office did a major share of the work with the ISM staff.

MPM Milwaukee Public Museum
800 West Wells Street
Milwaukee, Wisconsin 53233
Edith Quade, Curator of Education
Resource Center type
4-12
Social Studies and Natural History
Funded by Milwaukee City and County Government
Curriculum coordinatoed programs have been designed to provide enrichment for public and non-public schools: a total of 18 districts and the City of Milwaukee. Good communications with Milwaukee city curriculum supervisors; contacts with other county schools being developed. Extensive collection of curriculum oriented educational materials available from the Audiovisual Center

MPM The American Indian, a self-guided activity.
3
Funded by MPM and Milwaukee Public Schools
Museum educators working with public school artists and teachers designed this program to help teachers take their own classes through the Indian displays. The program consists of a special teacher's guide and a work booklet for each child. The printing is done by the Milwaukee School Board.

OM Oakland Museum
1000 Oak Street
Oakland, California 94607
Thomas C. Lark, Assistant
Special Exhibits and Education
Children's Museum Pilot Program
K-3 at Martin Luther King Jr. Elementary School
Funding still being sought.
Children build their own museum to match what they are studying. The study units include ecology and ethnic arts. Children can supply things from their own environment and select objects or exhibits from the collections of OM, the Oakland Zoo, and the Public Library.